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ABSTRACT

This document presents standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities. The standards are organized around six interrelated categories of teaching practice: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student Learning; and Developing as a Professional Educator. Together, the six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in a narrative description of best practice that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into elements that identify key areas within that domain of teaching. Each element contains questions that encourage teachers to explore aspects of teaching practice throughout their careers. The standards are presented in both a linear text version and a graphic version. (SM)

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CALIFORNIA STANDARDS
for the
TEACHING PROFESSION

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California Standards for the Teaching Profession

A Description of Professional Practice for California Teachers

California Commission on Teacher Credentialing
Adopted, January 1997

State Superintendent of Public Instruction
Approved, January 1997

State Board of Education
Endorsed, July 1997

State of California
Sacramento, California
July, 1997

California Standards for the Teaching Profession

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California Standards for the Teaching Profession

Introduction to the Standards

This document sets forth standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they define and develop their practice.

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. Work on a descriptive framework of teaching was initiated for use in the California New Teacher Project (CNTP). The framework was refined and revised based on the experience of local educators who have designed, operated and evaluated Beginning Teacher Support and Assessment (BTSA) Programs since 1992. The standards reflect the experience of the California Department of Education, the California Commission on Teacher Credentialing and BTSA program participants in developing and implementing more than 30 local programs.

A companion set of standards, the *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*, has also been developed to guide the design, implementation and operation of programs to facilitate the induction of beginning teachers.

Organization of the Standards

The standards are organized around six interrelated categories of teaching practice. The six standards are:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students in California.

In this document, each standard is introduced in a *narrative description* of best practice that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized in *elements* that identify key areas within that domain of teaching. Each element is further specified with *questions*

that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stem, "How do I . . ." The questions can also be phrased as "Why do I . . ," which encourages teachers to examine the rationale for key aspects of their teaching.

Within each element, the questions address only a sample of the important facets of teaching. They do not represent all the possible issues or aspects of teaching. Therefore, the questions should not be used as checklists, but rather as probing issues to promote reflection and professional development throughout one's career.

Teachers using the standards will recognize that there are some overlaps between and among the standards, elements, and questions. These overlaps are intended to underscore the holistic view that emphasizes the interrelationships and complexities of teaching. For example, valuing and drawing on student backgrounds and experiences are integral aspects of all six standards.

The standards are presented in two ways: a linear text version and a graphic version. In the linear version, each standard statement is followed by key elements and associated questions. In the graphic version, a summary page contains the descriptive statements for each of the six standards, as well as a definition and statement of potential uses for the entire set. The summary page is followed by individual pages for each standard that present the components described above.

Purposes and Uses of the Teaching Standards

First-year and second-year teachers continue to develop through intensive learning activities that build on their pre-service preparation and lead to lifelong professional development. The *California Standards for the Teaching Profession* were developed to address this development, and are designed to be used by teachers to:

- prompt reflection about student learning and teaching practice;
- formulate professional goals to improve teaching practice; and
- guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

The California Commission on Teacher Credentialing and the California Department of Education are pursuing ways to make the standards as valuable and useful as possible for teachers. The two agencies have sponsored the preparation of *Developmental Scales* that will make it possible for teachers to obtain accurate, reliable information about their developmental levels in relation to each standard.

The Department and the Commission are also using the standards to guide the design of an *Integrated Formative Assessment System* that will support teachers'

professional growth during the "induction period" and throughout the teaching career. The *Integrated Formative Assessment System* will be built from performance-based assessments such as portfolios and observations that are currently being piloted in Beginning Teacher Support and Assessment Programs. Once the *Developmental Scales* and *Integrated Formative Assessment System* are completed, teachers will, in their pursuit of excellence in teaching practice and student learning, be able to derive maximum benefit from the *California Standards for the Teaching Profession.*

Foundations for the Standards

The *California Standards for the Teaching Profession* are based on current research and expert advice pertaining to best teaching practice. The standards address the diversity of students and teachers in California schools today, and reflect a holistic, developmental view of teaching.

Context of Teaching in California

Professional educators in the State of California are serving the most diverse population of students in the history of education. This diversity among students can greatly enrich and enliven the educational experience. There is a critical need for teachers who are responsive to the diverse cultural, racial, religious, ethnic, linguistic, and socio-economic backgrounds of all students. The *California Standards for the Teaching Profession* support the creation of inclusive classrooms in which diverse students with varying learning styles and abilities are engaged and challenged as learners. The standards reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas.

The standards also value the diversity of teachers' backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways to fulfill the standards effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of diverse students.

A Holistic Vision of Teaching

A holistic view of teaching recognizes that teaching and learning include complex processes that are interdependent, occur in a variety of contexts, and are affected by many factors that are intrinsic and external to the classroom. A vision of teaching in California must therefore emphasize relationships among the multiple aspects of teaching and learning. A teacher's understandings of students, of subject matter and curriculum, and of instructional methods, strategies and styles are ultimately linked to how the teacher plans instruction and creates and assesses opportunities for student learning.

Teaching is more than methodology. Philosophical and theoretical understandings of teaching and learning empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning. A teacher's practice cannot be viewed or evaluated separately from her or his professional ideas and understandings; all aspects of teaching are interdependent. The standards are broad and interconnected with each other because the professional practice of teaching needs to be seen comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together as a seamless fabric.

A Developmental View of Teaching

Teachers' knowledge, skills and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas. Support, mentoring, assessment, and advanced study during the early years of teaching are essential to a beginning teacher's development and success in the profession.

Individual teachers enter the profession at varied levels of experience and expertise. The policies and practices of teacher education programs, certification bodies, and school districts must be guided by clear and realistic standards regarding professional performance. The following standards describe best teaching practices at an accomplished level. Teachers entering the profession with varied levels of prior preparation and competencies will find the standards useful to guide their developing practice as they reflect on their strengths and areas for professional growth in consultation with an experienced support teacher. For these new teachers, the *California Standards for the Teaching Profession* reflect a developmental view of teaching, and are an integral part of the State's efforts to foster excellence in teaching and learning.

STANDARD FOR
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Key Element: Connecting students' prior knowledge, life experience, and interests with learning goals.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- help students to see the connections between what they already know and the new material?
- help students to connect classroom learning to their life experiences and cultural understandings?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?
- make "on the spot" changes in my teaching based on students' interests and questions?

Key Element: Using a variety of instructional strategies and resources to respond to students' diverse needs.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- engage all students in a variety of learning experiences that accommodate the different ways they learn?

- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand?
- choose strategies that make the complexity and depth of subject matter understandable to all students?
- use strategies that support subject matter learning for second language learners?
- modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation?
- use technology to enhance student learning?
- vary my instructional strategies to increase students' active participation in learning?
- ask questions or facilitate discussion to clarify or extend students' thinking?
- make use of unexpected events to augment student learning?
- recognize when a lesson is falling apart and what do I do about it?

Key Element: Facilitating learning experiences that promote autonomy, interaction, and choice.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- use the classroom environment to provide opportunities for independent and collaborative learning?
- provide a variety of grouping structures to promote student interactions and learning?
- participate in and promote positive interactions between all students?
- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

Key Element: Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- provide opportunities for all students to think, discuss, interact, reflect and evaluate content?
- help all students to learn, practice, internalize and apply subject-specific learning strategies and procedures?

- support all students in critically investigating subject matter concepts and questions?
- engage all students in problem solving activities and encourage multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for all students to learn and practice skills in meaningful contexts?
- help all students to analyze and draw valid conclusions about content being learned?

Key Element: Promoting self-directed, reflective learning for all students.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- motivate all students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?

STANDARD FOR
CREATING AND MAINTAINING
EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Key Element: Creating a physical environment that engages all students.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to materials, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?

Key Element: Establishing a climate that promotes fairness and respect.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- help all students become respectful of others who may be different from them?
- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and be creative?
- understand and respond to inappropriate behaviors in a fair, equitable way?

Key Element: Promoting social development and group responsibility.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each student's self esteem?
- create opportunities for all students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?
- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

Key Element: Establishing and maintaining standards for student behavior.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
- intervene when student behavior does not meet agreed-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students learn to solve problems and resolve conflicts?
- support all students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

Key Element: Planning and implementing classroom procedures and routines that support student learning.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures and to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?

Key Element: Using instructional time effectively.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that all students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for all students to complete learning activities?
- provide time for all students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

STANDARD FOR
UNDERSTANDING AND ORGANIZING
SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Key Element: Demonstrating knowledge of subject matter content and student development.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current ?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build understanding of my students' cognitive and linguistic development?
- build understanding of my students' social, emotional, and physical development?

Key Element: Organizing curriculum to support student understanding of subject matter.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- use my knowledge of development to organize and sequence the curriculum to increase student understanding?
- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?

- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
- organize subject matter effectively to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

Key Element: Interrelating ideas and information within and across subject matter areas.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and their own lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students to apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

Key Element: Developing student understanding through instructional strategies that are appropriate to the subject matter.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- develop and use a repertoire of instructional strategies well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- challenge all students to think critically in each subject area?
- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?

Key Element: Using materials, resources, and technologies to make subject matter accessible to students.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter area?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

STANDARD FOR PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Key Element: Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- incorporate students' knowledge and experience in my curriculum and instructional planning?
- use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of my planning?
- plan lessons and units that promote access to academic content for all students?
- design lessons that promote subject matter knowledge and language development for second language learners?
- use what I know about cognitive and linguistic development to plan instruction that supports student learning?
- use what I know about physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs?
- design lessons that challenge students at their own developmental levels?

Key Element: Establishing and articulating goals for student learning.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- establish short-term and long-term goals for student learning?
- ensure that each instructional activity is related to learning goals?
- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish learning goals that address all students' language, experience, and home and school expectations?
- design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving?

Key Element: Developing and sequencing instructional activities and materials for student learning.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- sequence subject matter concepts to support student learning?
- use formal and informal student assessment in short-term and long-term planning?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- select and sequence curriculum to promote understanding and critical thinking for all students?
- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
- develop and sequence instruction that supports students' second language learning and subject matter knowledge?

Key Element: Designing short-term and long-term plans to foster student learning.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- develop short-term and long-term plans that build on and extend students' understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and my students to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in my planning?

Key Element: Modifying instructional plans to adjust for student needs.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify my plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

STANDARD FOR ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Key Element: Establishing and communicating learning goals for all students.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

Key Element: Collecting and using multiple sources of information to assess student learning.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- use a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- know that the assessment tools I use are matched to and support my goals for student learning?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- ensure that my grades are based on multiple sources of information?
- assess my students to support student learning goals, district standards, and family expectations?
- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Key Element: Involving and guiding all students in assessing their own learning.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- make assessment integral to the learning process?
- model assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their own work?
- help all students to build their skills in self-reflection?
- provide opportunities for all students to engage in peer discussion of their work?
- help all students to understand and monitor their own learning goals?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Key Element: Using the results of assessments to guide instruction.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- use assessment to guide my planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students' individual needs?
- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Key Element: Communicating with students, families, and other audiences about student progress.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with my students and their families?
- involve families as partners in the assessment process?

STANDARD FOR DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Key Element: Reflecting on teaching practice and planning professional development.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?

Key Element: Establishing professional goals and pursuing opportunities to grow professionally.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?

- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?

Key Element: Working with communities to improve professional practice.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- value and respect the student's community and appreciate its role in student learning?
- increase my understanding of the cultures and dynamics of my students' communities?
- promote collaboration between school and community ?
- identify and use school, district, and local community social service resources to benefit students and their families?
- seek out and use resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?
- interact with students in activities outside the classroom?

Key Element: Working with families to improve professional practice.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' linguistic and social backgrounds?
- promote positive dialogue and interactions with all families, and respond to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

Key Element: Working with colleagues to improve professional practice.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- create opportunities to collaborate with my colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community ?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

Key Element: Balancing professional responsibilities and maintaining motivation.

As teachers develop, they may ask, "How do I . . ." or "Why do I . . ."

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout my career?
- deal with the isolation of teaching?
- find support to balance professional responsibilities with my personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?

Standard for engaging and supporting all students in learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a varjety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourance students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard for developing as a professional educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Standard for assessing student learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

The *California Standards for the Teaching Profession* provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals. The Standards address the diversity of the student population in California schools today and reflect a holistic, developmental view of teaching.

Standard for creating and maintaining effective environments for student learning

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective us of instructional time as they implement class procedures and routines.

Standard for understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard for planning instruction and designing learning experiences for all students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Connecting students' prior knowledge, life experience, and interests with learning goals.

As teachers develop, they may ask,"How do I..." or "Why do I..."

- help students to see the connections between what they already know and the subject matter?
- help students connect classroom learning to their life experiences and cultural understanding?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?
- make "on the spot" changes in my teaching based on students' interests and questions?

Promoting self-directed, reflective learning for all students.

As teachers develop, they may ask,"How do I..."or "Why do I..."

- motivate students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?

Standard for Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students.Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate,articulate, and evaluate what they learn.

Using a variety of instructional strategies and resources to respond to students' diverse needs

As teachers develop, they may ask,"How do I..." or "Why do I..."

- engage students in a variety of learning experiences to address the different ways they learn?
- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that ALL students understand?
- choose strategies that make the complexity and depth of subject matter understandable to all students, including second language learners?
- vary my instructional strategies to increase students' active participation in learning?
- ask questions or facilitate discussion to clarify or extend students' thinking?
- make use of unexpected events to augment student learning?
- recognize when a lesson is falling apart and what do I do about it?

Facilitating learning experiences that promote autonomy, interaction, and choice.

As teachers develop, they may ask,"How do I..." or "Why do I..."

- use the classroom environment to provide opportunities for independent and collaborative learning?
- participate in and promote positive interactions between all students?
- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

As teachers develop, they may ask,"How do I..." or "Why do I..."

- provide opportunities for students to think, discuss, interact, reflect, and evaluate content?
- help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures?
- support all students in critically investigating subject matter concepts and questions?
- engage all students in problem solving activities and encourage multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for students to learn and practice skills in meaningful contexts?
- help students to analyze and draw valid conclusions about content being learned?

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Creating a physical environment that engages all students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to materials, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?

Establishing a climate that promotes fairness and respect.

As teachers develop, they may ask,"How do I..." or Why do I..."

- help all students become respectful of others who may be different from them?
- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and be creative?
- understand and responde to inappropirate behaviors in a fair, equitable way?

Using instructional time effectively.

As teachers develop, they may ask,"How do I..." or "Why do I..."

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for students to complete learning activities?
- provide time for students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

Standard for Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Promoting social development and responsibility.

As teachers develop, they may ask,"How do I..." or "Why do I..."

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each student's self esteem?
- create opportunities for students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?
- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

Planning and implementing classroom procedures and routines that support student learning.

As teachers develop, they may ask,"How do I..." or Why do I..."

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?

Establishing and maintaining standards for student behavior.

As teachers develop, they may ask,"How do I..." or "Why do I..."

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
- intervene when student behavior does not meet agreed-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students learn to solve problems and resolve conflicts?
- support students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

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Demonstrating knowledge of subject matter content and student development.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current ?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build understanding of my students' cognitive and linguistic development?
- build understanding of my students' social, emotional, and physical development?

Organizing curriculum to support student understanding of subject matter.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- use my knowledge of development to organize and sequence the curriculum to increase student understanding?
- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
- organize subject matter effectively to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

Standard for Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

Using materials, resources, and technologies to make subject matter accessible to students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter area?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

Interrelating ideas and information within and across subject matter areas.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and their own lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students to apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

Developing student understanding through instructional strategies that are appropriate to the subject matter.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- develop and use a repertoire of instructional strategies that are well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- challenge all students to think critically in each subject area?
- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?

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Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- incorporate students' knowledge and experience in my curriculum and instructional planning?
- use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of my planning?
- plan lessons and units that promote access to academic content for all students?
- design lessons that promote subject matter knowledge and language development for second language learners?
- use what I know about cognitive and linguistic development to plan instruction that supports student learning?

Modifying instructional plans to adjust for student needs.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify my plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

Standard for Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Establishing and articulating goals for student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- establish short-term and long-term goals for student learning?
- ensure that each instructional activity is related to learning goals?
- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish learning goals that address all students' language, experience, and home and school expectations?
- design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving?

Developing and sequencing instructional activities and materials for student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- sequence subject matter concepts to support student learning?
- use formal and informal student assessment in short-term and long-term planning?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- select and sequence curriculum to promote understanding and critical thinking for all students?
- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
- develop and sequence instruction that supports students' second language learning and subject matter knowledge?

Designing short-term and long-term plans to foster student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- develop short-term and long-term plans that build on and extend students' understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and my students to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in my planning?

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Establishing and communicating learning goals for all students.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

Collecting and using multiple sources of information to assess student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- use a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- know that the assessment tools I use are matched to and support my goals for student learning?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- ensure that my grades are based on multiple sources of information?
- assess my students to support student learning goals, district standards, and family expectations?
- use standardized test, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Standard for Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Involving and guiding all students in assessing their own learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- make assessment integral to the learning process?
- model assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their own work?
- help all students to build their skills in self-reflection?
- provide opportunities for all students to engage in peer discussion of their work?
- help all students to understand and monitor their own learning goals?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Using the results of assessments to guide instruction.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- use assessment to guide my planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students' individual needs?
- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Communicating with students, families, and other audiences about student progress.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with my students and their families?
- involve families as partners in the assessment process?

Reflecting on teaching practice and planning professional development.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?

Establishing professional goals and pursuing opportunities to grow professionally.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?
- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?

Working with communities to improve professional practice.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- value and respect the student's community and appreciate its role in student learning?
- increase my understanding of the cultures and dynamics of my students' communities?
- promote collaboration between school and community ?
- identify and use school, district, and local community social service resources to benefit students and their families?
- seek out and use resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?
- interact with students in activities outside the classroom?

Standard for Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Working with families to improve professional practice.

As teachers develop, they may ask, "How do I ..." or "Why do I ..."

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' linguistic and social backgrounds?
- promote positive dialogue and interactions with all families and respond to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

Working with colleagues to improve professional practice.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- create opportunities to collaborate with my colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

Balancing professional responsibilities and maintaining motivation.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout my career?
- deal with the isolation of teaching?
- find support to balance professional responsibilities with my personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?

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Contributors to the Standards, Elements, and Questions

Many individuals and groups contributed time and expertise to the development and review of the standards, elements and questions. Many participants in the Beginning Teacher Support and Assessment (BTSA) Program were very helpful over the course of four years. Additionally, hundreds of teachers, university faculty members and educational administrators contributed to the *California Standards* by participating in a large-scale study of their validity. Refinement of this document would not have been possible without the valuable contributions of these professional educators. The Commission on Teacher Credentialing and the Department of Education are extremely grateful for their thoughtful assistance.

The following organizations and individuals have been instrumental in the development of the standards from 1990 to the present.

WestEd Laboratory
(Formerly Far West Laboratory)

Kendyll Stansbury
Claudia Long

Framework Advisory Task Force

Carol Bartell
Allen Black
Barbara Granicher
Victoria Harper
Carolyn Howard-McBride
Annette Iwamoto
Martin Jaquez
Pam Noli
Patricia Oyeshiku
Linda Ownby
R. Douglas Robinson
Joni Samples
Jodi Servatius
Jon Snyder
JoAnn Taylor
Luis Valentino

Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422)

Allen Black
Yvonne Caballero-Allen
Barbara G. Collier
Denise J. Danne
Linda F. Davis
John F. Dean
Josh Edelman
Mary A. Falvey
Jim C. Henderson
Ronald Hockwalt
Stephen W. King
David A. Lebow
Reynaldo F. Macias
Cecelia I. Mansfield
Akiko C. Morimoto
Jim O'Laughlin
Kathleen O'Sullivan
Lynne Petrock
Michael R. Romo
Gary Soto
JoAnn Taylor
Sheila Ann Webb
William C. Wilson
Beverly Young
Sam W. Swofford
David P. Wright
Mary Vixie Sandy
Joyce A. Neeley

UCSC/Santa Cruz New Teacher Project

Ellen Moir
Jon Snyder
Susan Freeman
Andrea Whittaker
Alison Gold

Interagency Task Force for New Teacher Support and Assessment (1990-96)

David Wright, CTC
Carol Bartell, CTC
Terry Janicki, CTC
Phil Fitch, CTC
Dick Majetic, CTC
Dennis Tierney, CTC
Margaret Olebe, CTC
Walter Denham, CDE
Sue Garmston, CDE
Harvey Hunt, CDE
Laura Wagner, CDE
Linda Ownby, CDE

Suzanne Tyson, CCCOE

State Adoption of the Teaching Standards

Members of the California Commission on Teacher Credentialing

Phillip Barker
Melodie Blowers
Verna B. Dauterive
Carolyn Ellner
Scott Harvey
Carol Katzman
Patricia Kuhn
Helen Lee
Torrie L. Norton
Gary Reed
Craig Smith
Edmund Sutro
Jane Veneman
Nancy Zarenda

Ex Officio Members

Edward DeRoche
Henrietta Schwartz
Erwin Seibel
Jon Synder

State Superintendent of Public Instruction

Delaine Eastin

California State Board of Education

Yvonne W. Larsen
Jerry Hume
Natalie J. Arena
Kathryn Dronenburg
S. William Malkasian
Marion McDowell
Janet Nicholas
Gerti B. Thomas
Robert L. Trigg
Marina Tse